

DOCUMENT RESUME

ED 337 958

EC 300 700

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TITLE Program Offerings for Out-of-School Adults with Learning Disabilities.
PUB DATE 91
NOTE 24p.
PUB TYPE Reference Materials - Directories/Catalogs (132)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Adult Education; Adults; Counseling; *Daily Living Skills; Interpersonal Competence; *Learning Disabilities; Postsecondary Education; Program Descriptions; Special Programs; *Vocational Education

ABSTRACT

This annotated listing of program offerings for the out-of-school adult with learning disabilities is intended as a national reference guide. The 26 programs listed represent those available for learning-disabled adults who may never attend or do not succeed in traditional college programming. The programs focus primarily on basic education, independent living skills, vocational skills, counseling, and social skills. The programs are listed alphabetically by program name; each entry includes information about program goals and content, referral and assessment procedures, population served, program demographics such as fees and program length, and contact person/source of information. An appendix includes available but incomplete information on five additional programs. (JDD)

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Program Offerings
for Out-of-School Adults
with Learning Disabilities
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Running Head: PROGRAM OFFERINGS

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Abstract

This annotated listing of currently available program offerings for the out-of-school adult with learning disabilities is intended as a national reference guide. Potential users would include educational and vocational training professionals who work with adults with learning disabilities; parents seeking post-secondary programming for their learning disabled children; and adults with learning disabilities seeking further training, counselling, or other post-high-school opportunities. These listings do not include community or four-year college based programs whose principle function is academic remediation and/or preparation for a college career. Instead they represent the available programs for the majority of the young (and older) learning disabled adults who may never attend or do not succeed in traditional college programming. Information was gathered in a variety of ways: journal publications, personal or telephone interviews, national/international conferences (e.g. CEC, LDA), and brochures or advertisements. Although many of these programs serve national or international clientele, their enrollments are quite limited; only four of the 26 offerings represent services available throughout the nation. Of the remaining 22, more than half are located in the eastern seaboard states and Pennsylvania. The programs are listed alphabetically; each entry includes information about program goals and content, referral and assessment procedures, population served, program demographics (e.g. fees, program length), and contact person/source of information. An appendix includes available (incomplete) information on five additional programs.

**Listing of
Included Programs**

Adult Basic Education (non-residential; national)
 Career Apprenticeship Program - CAP (residential;
 Massachusetts)
 Center for Adaptive Learning (residential; California)
 Center for Unique Learners (residential; Maryland)
 Chapel Haven (residential; Connecticut)
 Counseling (non-residential; national)
 Family Service Agency Adult Learning Disabilities Project
 (non-residential; California)
 Foundation for Independent Living, Inc. (residential;
 Florida)
 Independence Center (residential; California)
 Jespy House (residential; New Jersey)
 Lafayette Adult Reading Academy (non-residential; Indiana)
 Life Development Institute (residential; Arizona)
 Life Experiences Activities Program of Greater Washington,
 Inc. - LEAP (non-residential; Washington, D.C.)
 Maplebrook School, Career Program and Apartment Living
 (residential; New York)
 Marin Puzzle People (non-residential; California)
 Oakdale Foundation, Inc. (residential; Massachusetts)
 Para Educator Center for Young Adults - PEC (residential;
 New York)
 Professional Assistant Center for Education - PACE
 (residential; National College of Education, Illinois)
 Project ABLE (Alternatives for a Better Learning Experience)
 (non-residential; Connecticut)
 The Laborers - AGC Literacy Program (non-residential;
 national)
 Threshold Program (residential; Massachusetts)
 Transitional Apartment Program (residential; Massachusetts)
 VIP (residential; New York)
 VISTA Program (residential; Connecticut)
 Vocational Rehabilitation (can vary according to state;
 national)
 Woodbridge Transitional Living Services, Inc. (residential;
 Pennsylvania)

APPENDIX A:

Another Chance: The Comprehensive Learning Program for
 Adults with Learning Disabilities (New York)
 Project P.R.O.U.D. (Pennsylvania)
 Specialized Housing, Inc. (Massachusetts)
 Stiles (New Jersey)
 Urban Living Options, Inc. (Georgia)

**Program Offerings for
Out-of-School Adults With
Learning Disabilities**

Program Name: Adult Basic Education (ABE)

Source of Information: Ross, J. M., & Smith, J. O. (1990). Adult basic educators perceptions of learning disabilities. *Journal of Reading*, 33, 340-347.

Program Affiliation: varies

Demographics

a. **Founding year:** varies

b. **Residential?** no

c. **Fee/Tuition:** usually volunteer, moderate or no fee

d. **Program length:** varies

Population served: Adults and subpopulations of adults

Referral & Assessment Procedures: The procedures vary. Referrals come from Vocational Rehabilitation and other governmental/human service agencies, self-reported needs, tutors' perceptions, school history, and others. Assessment is often through published standard tests: examples include WRAT, TABE, WAIS, WJ, Bender-Gestalt. No specific criteria, because no specific programs, but to be identified as LD must display at least one element of PL 94-142 definition. Claims that what "they don't need is more testing".

Program Goal(s): ABE: to achieve functional literacy; GED: to obtain high school equivalency, general education diploma.

Program Content: Same as traditional students. Tutors anticipate spending longer amounts of time with each level, estimate academic future for LD as uncertain. They relay on material adaptation and individual adjustments in consultation with the adult learner; they refer the students to counselors when possible and/or appropriate.

Program Successes: Unreported

Program Name: Career Apprenticeship Program

Source of Information: Dorey, C. A. (@1990). *Career Apprenticeship Program*. (Available from Riverview School, 551 Route 6A, East Sandwich, MA 02537)

Program Affiliation: Riverview School, Inc., East Sandwich, MA

Demographics

a. **Founding year:** 1985

b. **Residential?** yes

c. **Fee/Tuition:** \$21,000 (annual)

d. **Program length:** two to three years

Population served: High school graduates of modest intellect with learning disabilities and language disorders, between 18 and 23 years of age

Referral & Assessment Procedures: Application process and/or referral from Riverview School; applicants are responsible for submitting assessment data.

Program Goal(s): To provide each student a variety of social, daily living, educational and job-training experiences, leading to independence; to provide each participant with the training, knowledge, and competence needed to make a successful passage into independent adult life.

Program Content: Supervised residential and apartment living, educational training, career apprenticeships. Included is training in social skills within peer groups and the community at large. Adjunct career development programming at Cape Cod Community College in food services and office skills.

Program Successes: No data

Program Name: Center for Adaptive Learning

Source of Information: Jean Styris, Center for Adaptive Learning, 3350 Clayton Road, Suite A, Concord, CA 94519; or P.O. Box 12939-BACS, Oakland, CA 94604

Program Affiliation: Program of Bay Area Community Services, Inc. (BACS), a public non-profit [501(c)3], non-sectarian, California corporation; a United Way Agency; receives referrals from and works with State Department of Rehabilitation

Demographics

- a. **Founding year:** October 1988 (originated from parent/professional collaboration through the LDA)
- b. **Residential?** yes, two-bedroom apartments adjacent to the center; some are integrated with non-disabled peers
- c. **Fee/Tuition:** \$2191 (monthly), which includes room and board
- d. **Program length:** CORE program (three phases) approximately 2 years (can vary according to participant's needs); extension program available

Population served: Adults with severe learning disabilities (including acquired brain injuries) with an IQ range of from the 70's to well in the 100's; must have diagnosed neurological disability, deficits in functioning can be both academic and social; ages at present range from 18 to 43; participants are generally not college bound; 30 program participants at present

Referral & Assessment Procedures: Self-referred (through advertisements), referred by independent professionals, or by State Department of Rehabilitation. Participants are responsible for their own psychological evaluations; prevocational and vocational rehabilitation assessments conducted (often) through State Department of Rehabilitation. Education and medical histories are key components of the assessment which yields an specific individual educational plan.

Program Goal(s): By serving the whole person - cognitively, emotionally, sensory-motor integration, vocationally - to enable

that person to achieve self-reliance and develop a career, "to become emancipated and empowered to take his or her role as a productive adult"

Program Content: Independent living training program; prepare young adult with learning disabilities to function in the working world. Instruction in following areas: practical academics, vocational preparation and placement, basic living, social, recreational and physical fitness skills; cognitive training (including sequencing and short-term memory); counseling (individual and group, relational and vocational). Both occupational and physical therapists on staff to provide work in sensory-motor integration. Extension program for participants who remain in the area provides follow-up service for individual and families as well.

Program Successes: No formal studies, informal contacts indicate that, although often with less than 40 hour work weeks, most program "graduates" do get jobs

Program Name: Center for Unique Learners

Source of Information: Patricia Williams, Director, Center for Unique Learners, 5705 Arundel Avenue, Rockville, MD 20852

Program Affiliation: Private, non-profit

Demographics

- a. **Founding year:** 1980 (official founding)
- b. **Residential?** yes, rented apartments with staff support
- c. **Fee/Tuition:** \$590 monthly tuition (base fee) with additional tutoring (as desired by individual) \$35 to \$65 hourly - or - \$650 plus room and board for Independent Living program
- d. **Program length:** educational tutorial program 2 to 3 days per week, length varies but generally 1 1/2 years; the Open Horizons Independent Living program varies

Population served: Young adults who have completed high school and have some type of Learning Disability, orthopedically handicapped are also included; *usually between 25 and 35 students in program*

Referral & Assessment Procedures: Referrals come from Vocational Rehabilitation agencies, Montgomery County School System, and in conjunction with counselling; independent referrals also originate from the university and the community as well as self-referrals. In addition to medical and educational histories, the individual assessments are process/performance based and include a Problem Solving Assessment (an initial intake tool developed by the Open Horizons personnel)

Program Goal(s): To enable participants to achieve the greatest independence and self-fulfillment possible through either the non-graded Educational Tutorial facility or the Open Horizons Independent Living program.

Program Content: The five component program includes (a) Career Counseling (with limited salaried practicum experiences, although

most who desire it are placed in volunteer and/or internship programs), (b) Preparation for Independent Living (on site training in program apartments), (c) Social Skills Training, (d) Independent and Group Counseling (interpersonal, personal, social, and vocational), and (e) Academic Focus (generally career related reading, writing, and math). Transition program is driven by the individual's needs and is more loosely structured. **Program Successes:** Although no formal studies have been conducted, "successes abound". "Most" graduates are living independently and jobs held include (among others) clerical, government, hospital, courier service, and pet shop employees.

Program Name: Chapel Haven

Source of Information: McGinnis, J. R. (1988). *Go for independence!* (Available from Chapel Haven, 1040 Whalley Avenue, New Haven, CT 06515; contact Christine Gaynor or Cathy Tobin)

Program Affiliation: Not for profit educational institution

Demographics

a. **Founding year:** 1972

b. **Residential?** yes

c. **Fee/Tuition:** \$31,548 (annual)

d. **Program length:** approximately three years

Population served: Adults with specific learning disabilities or slower learning ability due to documented neurological impairment; high school graduate to mid-thirties.

Referral & Assessment Procedures: Applicant submits application and professional reports (progress reports, WAIS, personality, physical examination) current within the year. Additional assessment on site; all of which must support LD or slower learning diagnosis.

Program Goal(s): To provide residents with the opportunity to learn good work habits and the daily living, vocational, and social skills needed to cope effectively with the demands of living independently.

Program Content: From completion of annual service plan through review processes, programs are individually developed. Crisis and personal counseling are on-going. Program includes practical academics, vocational development (job sampling, training, search and placement, and maintenance), life skills and apartment living, interpersonal growth, and recreational activities.

Program Successes: Testimonials only

Program Name: Counseling

Source of Information: Humes, C. W. (1986). From learner to earner. *Academic Therapy*, 21(4), 483-489.

Program Affiliation: varies

Demographics

- a. Founding year: none
- b. Residential? varies
- c. Fee/Tuition: varies
- d. Program length: varies

Population served: Learning disabled adults

Referral & Assessment Procedures: Varies, but in addition to standard psychoeducational batteries (e.g. WAIS-R, WJ-R, etc.), could include Vocational Information and Evaluation Work Samples (VIEWS), Talent and Assessment Programs (TAP), Comprehensive and Occupational Assessment and Training System (COATS).

Program Goal(s): Enable LD adult to address problems stemming from (1) poor vocational choices, (2) inefficient job acquisition strategies, (3) lack of job maintenance skills, (4) rarity of promotion opportunities (i.e. dead-end jobs), or (5) unemployment.

Program Content: Group counselling; career counselling [including (1) dealing with language deficits and social and informational misperceptions, (2) addressing faulty self-perceptions and unrealistic aspirations, and (3) career related interpersonal skills]; career assessment and placement assistance.

Program Successes: Varies

Program Name: Family Service Agency - Adult Learning Disabilities Project (FSA/ALD)

Source of Information: Chiba, C., & Summer, C. (1991, March). *The needs, characteristics, and patterns of intellectual functioning of learning disabled adults in the Family Service Agency - Adult Learning Disabilities Project*. Paper presented at the LDA National Conference, Chicago, IL.

Program Affiliation: Institute for Learning Difficulties, San Rafael, CA

Demographics

- a. Founding year: 1987
- b. Residential? no
- c. Fee/Tuition: none indicated
- d. Program length: not indicated

Population served: Adults with learning problems

Referral & Assessment Procedures: Intake interview including work history, current vocational status, educational background, family history of learning disabilities, medical history, and clients's perceived needs. Psychoeducational assessment using WJ, WJ-R, WAIS-R is also provided or obtained. Determination of learning disabilities is based upon (1) earlier public/private school diagnosis, (2) college diagnosis, (3) psychoeducational assessment through FSA/ALD, or (4) self-report.

Program Goal(s): To provide educational, vocational, and personal support to individuals who come to the program as a result of learning problems.

Program Content: Not detailed.

Program Successes: Intake information only.

Program Name: Foundation for Independent Living, Inc.

Source of Information: The FOUNDATION c/o NEW LIFESTYLES, Inc.,
Kenneth L. Cuave, 5975 W. Sunrise Blvd., Suite 211, Sunrise, FL
33313

Program Affiliation: New Lifestyles, Inc. (private corporation)

Demographics

- a. **Founding year:** not indicated
- b. **Residential?** yes, "permanent"
- c. **Fee/Tuition:** information available upon request
- d. **Program length:** varies

Population served: Adults with learning disabilities

Referral & Assessment Procedures: Not indicated

Program Goal(s): To provide individualized attention and support in the areas of relationship skills, time management, independent living, and recreation/leisure.

Program Content: Each of the goal areas is addressed as follows:
(a) Relationship Skills: social skills, peer coaching, problem resolution; (b) Time Management: goal setting, organization skills, planning skills; (c) Independent Living: food skills, financial skills, emergency skills, vocational support; (d) Recreation/Leisure: individual leisure, group recreation.

Program Successes: Undocumented

Program Name: Independence Center

Source of Information: Carol Goodman, Independence Center, 3640 S.
Sepulveda Boulevard, Building 1, Suite 108, Los Angeles, CA 90034

Program Affiliation: Nonprofit non-sectarian corporation; founded by parents and professionals

Demographics

- a. **Founding year:** 1985
- b. **Residential?** yes, apartment with a roommate (complex includes non-disabled tenants), counselors available on 24 hour per day basis
- c. **Fee/Tuition:** approximately \$24,000 yearly
- d. **Program length:** approximately 3 to 4 years with outreach services available

Population served: Young adults, age 18 through 32, with learning disabilities, of average or below average intelligence, who possess basic reading and math skills, an ability to relate to others, emotional stability, and basic independent living skills

Referral & Assessment Procedures: Participants make application and provide their own recent psychological, neurological, educational, and (when necessary) vocational evaluations. Motivation and capability for independent living are assessed informally during the intake interview.

Program Goal(s): To enable the young adults make a successful transition from home to the "real world", to locate and sustain appropriate employment. Formal goals specific to the individual are developed.

Program Content: The training includes three components: (a) Basic Apartment Skills (cleaning, cooking, menu planning, budgeting), (b) Social Skills Enhancement and Personal Growth (individual and group counseling, role playing, informal instruction, together with leisure skills), (c) Vocational Preparation, Guidance, and Placement (interviewing, job-hunting, matching job requirements with skills, advocacy, placement, and on-site follow-up; training occurs through Vocational Rehabilitation agencies, junior colleges, or other appropriate facilities). Also offered is in-service for service providers external to the program and networking with other agencies.

Program Successes: Anecdotal only, none documented

Program Name: Jespy House

Source of Information: Jespy House, Inc., 65 Academy Street, South Orange, NJ 07079, (201) 762-6909; Lynn Kucher, Executive Director

Program Affiliation: A private, non-profit, non-sectarian corporation; however, Judaic principles are maintained throughout the program; licensed by the New Jersey Division of Developmental Disabilities

Demographics

a. **Founding year:** <1981

b. **Residential?** yes, structured and supervised residential facility (house parent, with on-site 24 hour staff)

c. **Fee/Tuition:** Resident annual tuition - \$15,750; various orientation and entrance fees (non-recurring fees) - \$2,450; individual and group service rates and van charges are extra

d. **Program length:** from two to four years; ongoing Outclient Community Program also offered

Population served: Young adults (ages 18 to 35) with learning disabilities with minimal IQ of 60; preference will be given to New Jersey residents

Referral & Assessment Procedures: Participants may be referred by some agency or self referred and must demonstrate potential for competitive employment and independent living. Admission follows completion of an application, \$150 application fee, and interview. Residents' vocational strengths and weaknesses,

learning capacity, and work habits are assessed at Jespy House prior to formal acceptance.

Program Goal(s): To enable learning disabled adults to achieve independent living, to choose their own life styles, to minimize their reliance on others for daily living, to improve the quality of their lives, and to obtain and maintain appropriate employment.

Program Content: Services are provided in five areas: (a) Counseling (individual, group, and family), (b) Independent Living Skills Training (cooking, cleaning, housekeeping, shopping, budgeting, travel, laundry, driver's education, sex education, health and safety, fire safety, and social skills), (c) Recreation (therapeutic, creative, aesthetic, athletic, community involvement), (d) Vocational Rehabilitation (assessment, counseling, placement, job development, computer classes, job coaching, and vocational workshops), (e) Other Services (24 hour crisis intervention, referrals, tutoring, community education). The Outclient Community Program includes opportunities for counseling, vocational service, and further training in use of community resources.

Program Successes: Anecdotal listing of present and past job placements (e.g. Prudential Insurance Co., Macy's, N.J. Symphony, Solomon Schechter Day School, Roy Rogers, and others).

Program Name: Lafayette Adult Reading Academy (LARA)

Source of Information: Vorst, J.A., Agency Director, LARA, Lafayette, IN (April, 1991). Interview.

Program Affiliation: Indiana State Department of Education, Division of Adult and Community Education

Demographics

a. Founding year: 1976

b. Residential? no

c. Fee/Tuition: volunteer

d. Program length: varies

Population served: Adults and youth with self-perceived needs in basic skills

Referral & Assessment Procedures: Individualized assessment of learning styles with other information provided through on-going formative evaluation. Counselors are available and consultants are used, but believe labels to be unnecessary.

Program Goal(s): Increase personal, social, and citizenship skills of out-of-school learners according to their goals, perceived needs, and learning styles.

Program Content: According to needs and goals of learners.

Program Successes: Undocumented

Program Name: Life Development Institute
Source of Information: Crawford, R. (@1990). *Life development institute*. (Available from Robert or Dorothy Crawford, 1720 East Monte Vista, Phoenix, AZ 85006)
Program Affiliation: Division of Research and Development Training Institutes, Inc.; participating agency in Targeted Jobs Tax Credit.

Demographics

a. **Founding year:** 1982
b. **Residential?** yes
c. **Fee/Tuition:** information available upon request
d. **Program length:** 12 weeks to two years with follow-up
Population served: Young adults with learning disabilities and related disorders (e.g. ADHD, mild CP) with average intelligence
Referral & Assessment Procedures: The applicant seeks admission; must be at least 16 years or older; provides evidence of identifiable LD (e.g. recent psychological, neurological, and/or educational evaluation, medical examination). Client must also give or show evidence of employability.
Program Goal(s): To assist those individuals to achieve careers/employment commensurate with their capabilities and to achieve independent status.
Program Content: Life Skills Program: competency based survival skills including money management, meal planning and preparation, accessing community resources, self-esteem, personal accountability, work ethics. Computer literacy is also included. SMILE (Successful Moves to Independence, Literacy, and Employment) Program: college preparation, post-secondary vocational, technical, or on-the-job training.
Program Successes: Testimonials only

Program Name: Life Experiences Activities Program of Greater Washington, Inc. - LEAP
Source of Information: LEAP, 8719 Colesville Road, Silver Spring, MD 20910, (301) 589-1777; Arlene Silverstein, Executive Director
Program Affiliation: Private, non-profit, non-discriminatory, rehabilitation agency

Demographics

a. **Founding year:** 1979
b. **Residential?** no
c. **Fee/Tuition:** \$75 weekly
d. **Program length:** three to four months to placement, with two months of follow-up upon successful placement; on-going evening program is offered for program graduates
Population served: Developmentally disabled adults
Referral & Assessment Procedures: Vocational Rehabilitation service agencies are key sources of referral; program participants may also be referred by private therapists,

hospitals, etc. Assessment includes initial psychological, a one-hour diagnostic intake, a one-day acclimatization visit, and two weeks of vocational and learning potential assessments.

Program Goal(s): To enable learning disabled adults to achieve independent living and appropriate competitive employment.

Program Content: The curriculum is individualized, educational, and therapeutic, and includes four key elements: (a) Vocational Training (functional academics, job attitudes and behaviors, grooming & hygiene, resume/application preparation, interview skills, travel, career awareness/exploration, supervised work samples), (b) Social Awareness Program (communication, self advocacy, community resource awareness, social and recreational skills), (c) Counseling and Therapy (individual, family & group; relationships; self esteem; preparing for independent living and transition to employment), and (d) Vocational Support Services (job coaching, job analysis & modification, job site supervision, crisis intervention, upward mobility). LEAP also serves as liaison with community employers.

Program Successes: Since 1983, recipient of 5 awards in area of rehabilitation services.

Program Name: Maplebrook School, Career Program and Apartment Living

Source of Information: Maplebrook School, Amenia, NY 12501, (914) 373-8191; Lori L. Hale, Director of Enrollment Services

Program Affiliation: Independent school

Demographics

a. **Founding year:** Career Program - 1986, Maplebrook School - 1945

b. **Residential?** yes

c. **Fee/Tuition:** Career Program - \$24,700 (for academic year); Apartment Living Program - \$24,700 (for academic year); twelve month programs are an additional \$1500

d. **Program length:** approximately one to three years

Population served: Young adults (aged 18 to 21) with learning disabilities and a minimum IQ of 70; Apartment Living Program currently limited to seven participants

Referral & Assessment Procedures: Applications accepted to the age of 21; applicants are responsible for a current psychological report, recent education data, and pertinent medical information. Acceptance is conditional upon an interview and ten-day trial on-campus period.

Program Goal(s): To enable program graduates to attain greater self-confidence, vocational success, and increased independence. Individual goals are determined for each participant and included in an IEP.

Program Content: Program content is four-pronged, and includes (a) Academic (computer assisted instruction in practical math and reading; training in money, organizational, job-hunting, and

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work-related skills; options for participating in G.E.D. instruction or one day per week at the Dutchess Community College), (b) Vocational (practicum work stations during first year; work study internships off campus at variety of community sites; job coaching), (c) Residential (menu planning & cooking, cleaning, group counseling sessions, interpersonal relations course), and (d) Activities (cultural, recreational, athletic, aesthetic).

Program Successes: Program relatively young, no formal data.

Program Name: Marin Puzzle People

Source of Information: *Marin Puzzle People* (@1991). (Available from Marin Puzzle People, 17 Buena Vista Avenue, Mill Valley, CA 94941)

Program Affiliation: Nonprofit, multi-service agency affiliated with LDA and Orton Dyslexia Society

Demographics

a. **Founding year:** 1977

b. **Residential?** no

c. **Fee/Tuition:** \$25.00 membership fee

d. **Program length:** varies

Population served: Adults with learning disabilities

Referral & Assessment Procedures: Other than self-selection, no referrals or assessment and identification criteria reported.

Program Goal(s): To nurture the special needs of the learning disabled, showing them the possibilities that exist for meeting a challenge. To offer educational, vocational, and social programs.

Program Content: Workshops, counseling and information on learning disabilities and how to compensate for them. Skills that foster responsibility, organization, social development, personal interaction and time management. Referral services and public outreach are also included.

Program Successes: None reported

Program Name: Oakdale Foundation, Inc.

Source of Information: Oakdale Foundation, Inc., Orchard House, Tyringham, MA 01264, (413) 528-2346; to the attention Peter Charpentier

Program Affiliation: Private, non-profit organization; licensed by Department of Mental Retardation

Demographics

a. **Founding year:** founded through parent/professional collaboration, January 1981

b. **Residential?** community based residential facility

c. **Fee/Tuition:** approximately \$20,000 per year

- d. **Program length:** program averages three years, with some residents on permanent placement
- Population served:** Adults (ages 21 to 35) with learning difficulties; IQ's range from 55 through 109 (individuals identified as either mildly retarded or learning disabled)
- Referral & Assessment Procedures:** no specific referral procedures or entrance requirements mentioned
- Program Goal(s):** To enable the adults to develop daily living skills, community awareness, and competitive employment aptitudes.
- Program Content:** Vocational training is made available to residents through regular public channels (e.g. vocational rehabilitation, community colleges, technical schools or training programs); programs vary from supported to competitive employment, from volunteer work to on-the-job training. Oakdale provides a supportive environment for residents while they pursue the vocational training.
- Program Successes:** None documented

Program Name: Para Educator Center for Young Adults - PEC

Source of Information: Klein, H. B., Moses, N., & Altman, E. (1988) Communication of adults with learning disabilities: Self and others' perceptions. *Journal of Communication Disorders*, 21, 423-436 - and - Jane E. Herzog, Para Educator Center for Young Adults, New York University, One Washington Place, New York, NY 10003.

Program Affiliation: New York University (School of Education, Health, Nursing & Arts Professions)

Demographics

- a. **Founding year:** 1966
- b. **Residential?** yes, student housing at the Parkside Evangeline Residence for Women and the coed 92nd Street YM-YWHA
- c. **Fee/Tuition:** available upon request
- d. **Program length:** two year certificate programs with the option of one "graduate" transitional year
- Population served:** Adults with severe learning disabilities who have completed a high school program
- Referral & Assessment Procedures:** Referral accepted from educational agency or individual applicant, must have high school transcript, medical records, and psychological tests (completed within the year applicant seeks to enter the program). Program applicant must also have been identified as having a specific learning disability. Prior to acceptance, the applicant will undergo an individual interview.
- Program Goal(s):** To prepare adults with severe learning disabilities for meaningful careers and a life of greater independence. Vocational goals are focused on careers in the area of human services.

Program Content: Communication, problem solving, vocational skills, and social communication. Fieldwork, course work, and one to one advisement are the core of the program; participation in cultural and social opportunities are also integral facets of PEC. Work placement occurs twice weekly the first year and three times weekly the second year. Academic instruction revolves around the needs which surface through job placement. Social-emotional development and independent living skills are also key elements of the PEC program. Target careers are teacher aide (in a nursery school or day care center), infant-toddler caregiver, or geriatric recreational aide (in licensed nursing homes caring for the elderly). A placement network aids job procurement.

Program Successes: Anecdotal and testimonial only.

Program Name: Professional Assistant Center for Education - PACE, National College of Education

Source of Information: National College of Education, 2840 Sheridan Road, Evanston, IL 60201, (708) 570-7200; Dr. Robert Harth

Program Affiliation: National Louis University, National College of Education (education department of National Louis University)

Demographics

a. **Founding year:** September 1987

b. **Residential?** yes, share dormitory space and activities with other students; participants usually live on floor of dormitory reserved for them

c. **Fee/Tuition:** \$8600 tuition, \$4600 room & board yearly (approximately \$13,200)

d. **Program length:** two or three years

Population served: Young adults with learning disabilities who are high school graduates, flexible age range of 18 to 30; approximately 35 to 40 program participants; IQ's generally range from 70 to 90

Referral & Assessment Procedures: Submit an application and results of psychological assessments; personality and projective assessments also conducted; participants can utilize Vocational Rehabilitation assistance

Program Goal(s): To prepare motivated young LD adults for work and for living as independently as possible; vocational training goals include work as preschool teacher aids, human service aids (with elderly, developmentally or physically disabled clientele); a few persist in seeking "business" employment, but that is not the focus of the program.

Program Content: Two year program with optional third year follow-up; combination of classwork (2 days per week) and practicum (3 to 5 days per week). Courses include: consumer math, social skills, life skills, variety of child or human service skills,

personal advocacy (as well as understanding own strengths accurately), understanding learning disabilities, vocational counseling. The third year transition program involves graduates selecting a roommate from PACE graduates, locating an apartment in the area, weekly seminars, social programs, social/community integration/involvement, and periodic visits by PACE staff. In addition to vocational preparation are opportunities to participate in the total college program of extracurricular activities and social interaction. Also available are counseling, decision making training, vocational counseling and job placement.

Program Successes: Three graduating classes (total of @45 students); all but two students are working, in various settings; no available figures for living situations; no formal follow-up study

Program Name: Project ABLE (Alternatives for a Better Learning Experience)

Source of Information: Vaughn, W. J. (1985). Project ABLE: Help for adults with learning disabilities. *Phi Delta Kappan*, 66, 444-445.

Program Affiliation: Norwalk Board of Education, Fairfield County, Connecticut; Connecticut Association for Children with Learning Disabilities

Demographics

a. **Founding year:** Fall, 1982

b. **Residential?** no

c. **Fee/Tuition:** no cost

d. **Program length:** twice weekly, 10 weeks per semester

Population served: Learning disabled adults who left school or those who have experienced academic difficulties

Referral & Assessment Procedures: Referred from guidance counselors, self-referred, school identified, psychoeducational assessment (WJ); criteria not reported.

Program Goal(s): Individually determined

Program Content: IEP driven, sequentially structured remedial lessons; academic and/or job related skills; group and individual counselling

Program Successes: First year documented 1.6 to 4.0 grade level increases in math, and .6 to 2.0 grade level increases in language arts for 40 participants

Program Name: The Laborers - AGC Literacy Program

Source of Information: College Video (Bethesda, MD) and Kentucky Educational Television (KET) (Lexington, KY)

Program Affiliation: The Laborers - Association of General Contractors Educational & Training Fund; KET; College Video

Demographics

- a. **Founding year:** June, 1990
- b. **Residential?** wherever there's a VCR
- c. **Fee/Tuition:** not indicated
- d. **Program length:** varies

Population served: Adults in Laborer's Union (no verification of LD mentioned; simply reading difficulties)

Referral & Assessment Procedures: none

Program Goal(s): Literacy, reading skill development, GED

Program Content: Basic literacy using structured phonics approach, blending word family training with short "age appropriate" passages and spelling exercises. This and all course elements are linked through video presentations. In addition more advanced reading and GED preparation reading are included. Students use both video and workbook media.

Program Successes: No follow-up yet

Program Name: Threshold Program

Source of Information: Posthill, S. (1991, April). *A study of the graduates of a campus-based, postsecondary program for young adults with learning disabilities*. Paper presented at CEC's 69th Annual Convention. Atlanta, GA.

Program Affiliation: Lesley College, 29 Everett Street, Cambridge, MA 02238; contact Dr. Arlyn Rothman

Demographics

- a. **Founding year:** 1982
- b. **Residential?** yes, in section of college dormitory complex
- c. **Fee/Tuition:** \$19,394 annually
- d. **Program length:** two years, plus one year of outreach

Population served: Young adults with learning disabilities who are high school graduates, low average IQ, between 18 and 25 years old.

Referral & Assessment Procedures: Admission to the program is by application; meeting assessment expenses and making arrangements to complete the evaluation processes are the responsibilities of the applicant. The applicant must be identified as LD for admission.

Program Goal(s): A campus-based program to assist motivated young LD adults, through practical courses and field placements, to develop a variety of skills essential for independent adulthood.

Program Content: Two vocational majors: Early Childhood Studies and Adult Human Services (both leading toward careers in human services). In addition to vocational training are "courses" in the Independence Skills component (medical worlds, sexuality, apartment living, work world seminar, applied life skills) and Social Psychological (talk session, social skills, understanding

Program Offerings

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learning disabilities, psychology through literature), Electives (PE, creative writing, creative arts). Also available are group counseling, decision making workshops, vocational counseling and job placement. For the most part, classes are segregated from the mainstream, but participants are encouraged to participate in Boston and Lesley College's cultural and recreational offerings. **Program Successes:** Follow-up study showed more than 50% of the graduates remained financially independent.

Program Name: Transitional Apartment Program

Source of Information: Reed, D. (1991). *Transitional Apartment Program*. (Available from Michael McMannon, TAP, Box 387, 18 Park Street, Lee, MA 01238)

Program Affiliation: Private, licensed by the State of Massachusetts

Demographics

- a. Founding year: 1985
- b. Residential? yes
- c. Fee/Tuition: information available upon request
- d. Program length: around two years

Population served: Learning disabled adults

Referral & Assessment Procedures: Applicant expected to supply assessment and LD identification information; if not available, TAP provides assessment that includes the following: WAIS, WJ, and Strong-Campbell Interest Inventory. Vocational and academic evaluations are provided upon entrance into the program.

Program Goal(s): Learning activities are geared to enhance self-esteem as well as to assure employability. Independence is the ultimate goal, and toward that end each client is made to feel responsible for his/her own growth and improvement.

Program Content: Contains and emphasizes independent living skills, community utilization skills, vocational development, practical academics, psychological counseling (individual and group), psychiatric services when needed, and recreation. Also included are cooperative college programs (with Berkshire Community College), career counseling and follow-up contacts ranging from providing "satellite" apartments to full independence.

Program Successes: None provided

Program Name: VIP, New York Institute of Technology

Source of Information: New York Institute of Technology, Cottage "A", Central Islip, NY 11722; contact James Rein

Program Affiliation: New York Institute of Technology

Demographics

- a. Founding year: not indicated

b. Residential? yes, in dormitory facility reserved for program participants, separate from mainstream college students
c. Fee/Tuition: not indicated
d. Program length: three years
Population served: Young adults with learning disabilities who are high school graduates
Referral & Assessment Procedures: Unknown, but program participants who qualify may enroll in basic college classes independent of the program
Program Goal(s): To prepare or enable adults with learning disabilities to develop skills necessary for gainful employment and independent living.
Program Content: Training emphasis is on the development or reinforcement of functional skills as needed (academic and independent living). The program includes opportunities for independent living and for exploration of and experiences in a variety of vocational opportunities.
Program Successes: Unreported

Program Name: VISTA Program
Source of Information: Bosch, H. K. (1991). *The VISTA Program*. (Available from Helen Bosch, Captain Spencer Homestead, 1356 Old Clinton Road, Westbrook, CT 06498)
Program Affiliation: Private organization
Demographics
a. Founding year: @1987
b. Residential? yes
c. Fee/Tuition: \$2,685 monthly
d. Program length: 24 months
Population served: Young adults (18 and older) with learning disabilities who have completed high school
Referral & Assessment Procedures: Previously identified LD (with average intelligence).
Program Goal(s): To help LD adults work successfully, live more independently, gain self-esteem, develop satisfactory peer relations, use work & leisure time effectively, develop daily life skills, and use community support appropriately.
Program Content: IEP focusing on vocational, independent living, recreation/leisure, and social adjustment; it can include the following: work experience, on the job supports, job seminars, educational opportunities, group and one to one counseling, critical decision making, social skills, money management, time management, self advocacy, and others.
Program Successes: No follow up yet, program is less than three years old.

Program Name: Vocational Rehabilitation
Source of Information: Eaton, J. L., Counselor, Office of Vocational Rehabilitation, Lafayette, IN (1991, April). Interview.

Program Affiliation: Indiana Department of Human Services

Demographics

- a. Founding year: July 1981
- b. Residential? no
- c. Fee/Tuition: none
- d. Program length: varies

Population served: Adults with and without disabilities

Referral & Assessment Procedures: Referral as element of transition plans through secondary LD programs; self-referred; from college special services programs. Criteria is based upon NJCLD and Rehabilitation Services Administration definitions and upon DSM-III-R and World Health Organization's International Classification of Diseases (WHO-ICD) criteria. Diagnostic duties are usually "farmed out" and include psychoeducational, psychological, emotional, neurological, and vocational assessments. Measures used include, but are not limited to, the following: WAIS-R, Bender, Reitan, Nebraska-Luria, WRAT, PIAT-R, WJ, MMPI, TAT. Vocational evaluations are through the Wabash Center. A psychologist or physician must verify the diagnosis of LD, and must show that the LD interferes with the clients employability in some way. Now the Vocational Rehabilitation offices must determine levels of severity to determine funding priorities.

Program Goal(s): To match the LD adult with the most appropriate employment.

Program Content: Preparation for or services to enable adult to succeed in college programming; support in a technical/vocational program; on the job training; job placement and follow-up support; counselling (especially to help adult adjust unrealistic expectations to locate employment which more appropriately matches their skill level).

Program Successes: No specific figures, but estimate 90% job success (at least measured by 6 months of continuous employment).

Program Name: Woodbridge Transitional Living Services, Inc.

Source of Information: Gavin, E. (1991). Woodbridge Transitional Living Services, Inc. (available from E. Gavin, 1240 West Main Street, Norristown, PA 19401).

Program Affiliation: The Pathway School (Norristown, PA)

Demographics

- a. Founding year: Fall, 1990
- b. Residential? yes
- c. Fee/Tuition: \$23,050 annually
- d. Program length: varies

Population served: High school graduates with LD

Referral & Assessment Procedures: Graduates from The Pathway School; previously identified. Will accept other applicants, desire ceiling age within the 20's; assessment must be completed prior to admission.

Program Goal(s): Assist young men and women with learning disabilities to achieve their full potential to become independent adults.

Program Content: Social skills (leisure, interpersonal), counseling (one to one and small group, personal, vocational), Vocational Counseling (job coaching, skill training, job seeking & acquisition, through follow-up).

Program Successes: No graduates yet.

Appendix A

(Complete information for the programs listed below has not arrived; information available at this time is included in this appendix.)

Program Name: Another Chance: The Comprehensive Learning Program for Adults with Learning Disabilities

Source of Information: The Rosa A. Hagin School Consultation Center, Fordham University Lincoln Center, Room 1004, New York, NY 10023

Program Affiliation: Fordham University Lincoln Center

Program Name: Project P.R.O.U.D.

Source of Information: Mid-State Literacy Council, State College, PA

Program Affiliation: Mid-State Literacy Council, State College, PA

Program Name: Specialized Housing, Inc.

Source of Information: Specialized Housing, Inc., 12 Lincoln Road, Brookline, MA 02146, (617) 277-1805; to the attention of Margot & David Wizansky

Program Name: STILES

Source of Information: STILES, 1501 Park Avenue, Ashbury Park, NJ 07712, (201) 774-4737; to the attention of John Reno

Program Name: Urban Living Options, Inc.

Source of Information: Urban Living Options, Inc., Creativity Community Services, 1720 Peachtree Road, North Tower, Suite 118, Atlanta, GA 94604, (404) 872-6818; to the attention of Sally Buchanan